

School-leavers between education and the labour market 2013. Facts and figures

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School-leavers between education and the labour market 2013

Facts and figures

ROA Fact Sheet

ROA-F-2014/2E

Researchcentrum voor Onderwijs en Arbeidsmarkt | ROA
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1. Introduction

Every year, ROA carries out a survey among school-leavers on the transition from school to a subsequent course or to the labour market. This fact sheet presents the results of the survey completed by ROA at the end of 2013 among graduates from the 2011-2012 school year, so approximately eighteen months after they had completed school. The results cover almost the entire spectrum of secondary and tertiary education: Preparatory Secondary Vocational Education (PSVE), Secondary Vocational Education - School-based Learning Route (SVE-VT), Secondary Vocational Education - Work-based Route (SVE-DR), Senior General Secondary Education (SGSE), Pre-University Education (PUE), Higher Vocational Education (HVE), and University Education (UE).¹ Within SVE, a distinction is made between, on the one hand, two different learning routes (VT and DR) and on the other hand within each learning route between 4 levels. The data in the fact sheet have been aggregated across the education sectors, but the annex also provides an overview of the figures for each education level differentiated by type of education. For reasons of comparability, the results for HVE only relate to graduates from full-time programmes. For the full results relating to 2013, please refer to the ROA report *School-leavers between education and the labour market 2013*.² A total of more than 200.000 school-leavers and graduates were approached. The total response rate was 25%.

The survey among qualified school-leavers and graduates took place in the Autumn of 2013, in exceptional economic circumstances. For the fifth consecutive year, the Netherlands exhibited low or even negative economic growth figures. This continuing economic crisis has unmistakably had its effect on the figures presented here. This applies not only to the indicators that are directly related to labour market entry (e.g. unemployment or tenure), but may also affect the way in which youngsters assess the education programmes completed. Readers should bear this in mind.

2. Preparation

Table 1 shows to what extent schools succeeded in preparing students for a successful start on the labour market. Of all students who left school with a diploma, 37% felt that the course that they had completed provided a good basis for entering the labour market. This percentage was lowest amongst PSVE school-leavers (one in four PSVE school-leavers with a diploma believed that their course constituted a good basis for entering the labour market) and the highest at DR Levels 3 and 4 (55% and 54%, respectively). Further analyses show that the economic crisis has had a definite effect on the assessment of school-leavers and graduates of

1. The UE Monitor focuses on graduates of Master's programmes. It was carried out by IVA-Onderwijs from Tilburg in 2013 and was commissioned by the VSNU (Federation of Dutch Universities).
2. For key figures from ROA's school-leaver surveys, see also <https://roa-statistics.maastrichtuniversity.nl/SISOnline/Home.aspx>.

their basis for labour market entry. In 2008, for example, 59% of all qualified DR school-leavers and 48% of all qualified VT school-leavers were satisfied with this aspect, while in 2013 the figures had dropped to 48% (DR) and 36% (VT), respectively. In HVE, slightly less than half (46%) of the students considered their course a good basis for a start on the labour market.

Table 1 also shows which part of the qualified school-leavers considered their course a good basis for further development of knowledge and skills. Unlike the question to what extent the course constitutes a good basis for a start on the labour market - the short-term objective in education - these figures say something about the long-term objective in education. Of the entire group of qualified school-leavers, 57% believes that the course taken constitutes a good basis for further development of knowledge and skills. The satisfaction of DR and HVE graduates with this long-term objective in education is slightly above average. With 64%, satisfaction is highest among qualified school-leavers from DR Level 4 programmes.

Table 1
Starting in the labour market and further development of knowledge and skills

	Course provides a good basis for labour market entry (%)	Course provides a good basis for further development of knowledge and skills (%)
PSVE	26	56
SVE-VT 1	36	54
SVE-VT 2	36	54
SVE-VT 3	36	53
SVE-VT 4	37	52
SVE-DR 1	31	45
SVE-DR 2	42	53
SVE-DR 3	55	63
SVE-DR 4	54	64
HVE	46	63
Total	37	57

Bron: ROA (SIS)

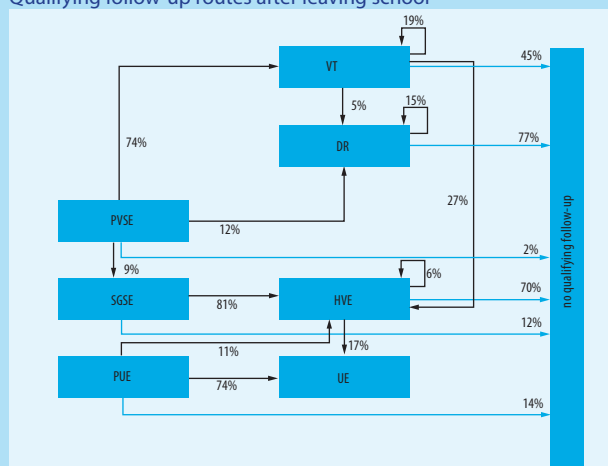
3. Subsequent education

After completing their studies, school-leavers may choose to either enter the labour market or continue their studies. Figure 1 gives an overview of the qualifying follow-up routes for the graduates from this survey. The figure lists for each type of education the percentage of graduates who entered a particular qualifying follow-up route since their graduation, as well as the percentage that did not opt for a qualifying follow-up route. For greater clarity, this figure combines the VT and DR levels, and only follow-up routes with a share of at least 5% have been listed.

From General Secondary Education (GSE) the majority goes on to take a subsequent course. Of the entire group of SGSE respondents, 81% continued to do a HVE course. Of the PUE graduates, 11% went to do a HVE course, while the majority (74%) opted for a University Education (UE)

course. Of the qualified PSVE respondents, less than 5% decided not to take a subsequent course. According to the figure, the percentage of PSVE school-leavers moving on to SGSE is almost 9%.³

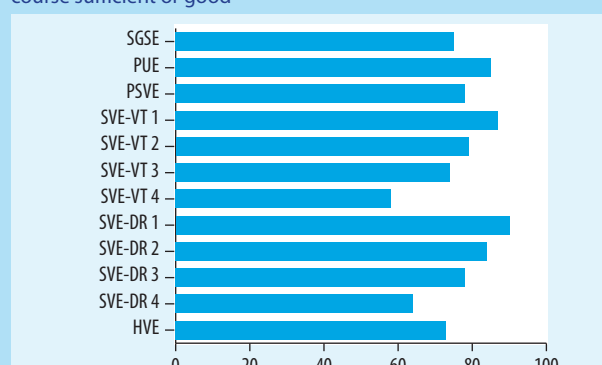
Figure 1
Qualifying follow-up routes after leaving school



Source: ROA (SIS)

School-leavers who had moved on to a subsequent course, were asked what they thought of the match between the course that they had completed and the subsequent one. Figure 2 shows which part of the school-leavers who continued their studies considered this match sufficient or good. The vast majority of those who moved on to a subsequent course thought that the match between their previously completed course and the subsequent one was sufficient to good. Strikingly, in SVE-VT the judgment about the quality of the match clearly decreases as the education level increases. Whereas 87% of the SVE-VT graduates of Level 1 are satisfied with the match, among SVE-VT graduates of the highest level this is - on average - 'only' 58%. This implies that more than 40% considers the match moderate to poor. It needs to be taken into account that qualified school-leavers from the lower level SVE-VT programmes usually move on to subsequent programmes within SVE, while for qualified school-leavers from SVE Level 4, continuing their education generally means switching to HVE.

Figure 2
Percentage of school-leavers who continue their studies and who find the match between the course completed and the subsequent course sufficient or good



Source: ROA (SIS)

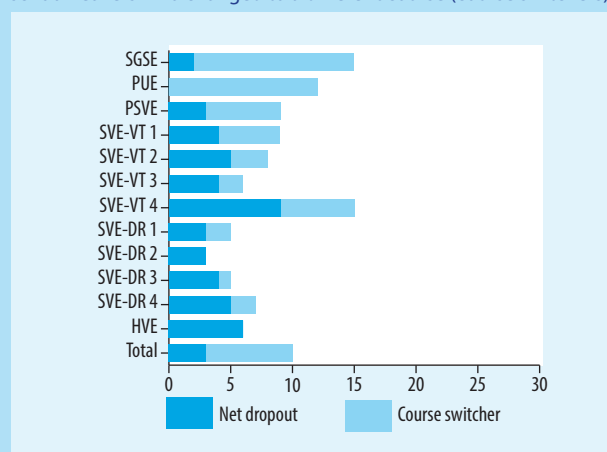
In addition to the total percentage of youngsters who leave the subsequent course prematurely, Figure 3 shows how many of them had left the subsequent course at the time of the survey without having started an alternative course (net dropouts) and how many of them switched courses. In total, 10% of the school-leavers who moved on to another course indicated that they had stopped the initially chosen subsequent course at the time of the survey. Of all school levels, SGSE school-leavers and graduates from SVE-VT Level 4 are those who most often drop out of their subsequent courses (15%).

In reality, however, the percentage of dropouts shortly after having embarked on a subsequent course is less dramatic than may appear at first sight. What is perhaps more important than the total number of dropouts, is the percentage that does not embark on another course either. In other words, the net dropout percentage is more interesting than the gross dropout percentage. This prompts the question: What percentage of the dropouts are course switchers and what percentage has actually left the education system? Of the 10% who moved on and stopped their subsequent course prematurely, 7 percentage points switched courses. These youngsters therefore remain in the education system, but appear to have made the wrong choice initially. The remaining 3 percentage points are net dropouts. The largest part of the relatively high percentage of dropouts among SGSE students consists of course switchers (13 percentage point of those 15%) and this is true even more so for PUE dropouts (12 percentage point has switched courses and 0 percentage point has stopped completely). Among the SVE-VT graduates who stopped their subsequent course, the situation is different: 9 percentage point has stopped completely, while 'only' 6 percentage point has switched courses. Lastly, we see that as far as SVE-DR is concerned, that the - relatively small - group of SVE-DR graduates who leave the subsequent course prematurely, often leaves the education system for good.

3. From the theoretical PSVE programme, 20% of all qualified respondents went on to SGSE.

Figure 3

Percentage of school-leavers who went on to a subsequent course and then left this prematurely (net dropouts) and the percentage of school-leavers who changed to a different course (course switchers)



Source: ROA (SIS)

4. Labour market

Instead of opting for a subsequent course, school-leavers also have the option of finding a job or presenting themselves on the labour market. The youngsters on whom this fact sheet focuses, graduated in the 2011-2012 school year, in the middle of an economic crisis.

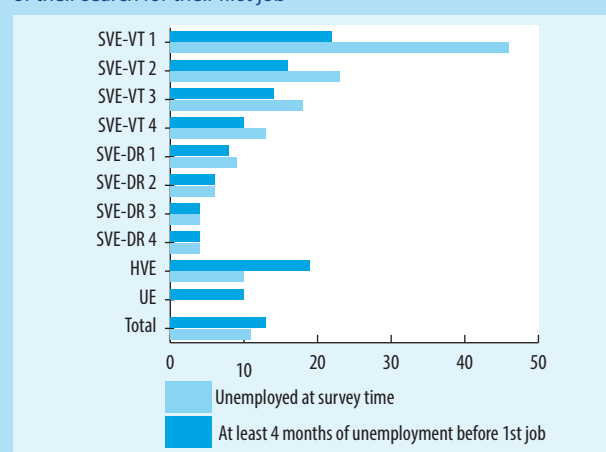
There are various indicators that show how smooth the transition between education and the labour market is for school-leavers. Firstly, we may look at the level of unemployment among school-leavers who enter the labour market (Figure 4). Total unemployment among school-leavers at the time of the survey was 11%, which constitutes a 1.4 percentage point increase compared with the survey conducted in the Autumn of 2012. The effects of the continuing economic crisis are reflected in particular in the high unemployment rate among the lower educated. Unemployment among SVE-VT Level 1 graduates is 46% (against 30% in 2012). Unemployment among VT school-leavers also differs considerably between the lower and higher levels. Of all school-leavers from VT Level 2, 23% is unemployed (against 19% in 2012). The unemployment rates among school-leavers from VT Level 3 (18%) and Level 4 (13%) also show a clear increase (the figures for 2012 being 15% and 11%, respectively). Among graduates from DR, there is less unemployment and the unemployment rates between school-leavers at Level 1 (9%) and Level 4 (4%) do not differ much. But for SVE-VT graduates, the labour market has also declined further. The rounded unemployment rate among HVE graduates is 10% (against 9% in 2012).

However, the unemployment rate at the time of the survey is not the only indicator of the smoothness of labour market entry. The same figure therefore also provides data relating to the duration of the search for the first job. The figure indicates which part of the school-leavers was unemployed for 4 months or more before finding the first job.

Qualified school-leavers from the Levels 1 and 2 within VT (22% and 16%, respectively) and from HVE (19%) are generally the most likely ones to have to look for four or more months before finding their first job. DR school-leavers need the least time for the search for their first job. This is undoubtedly related to the fact that qualified school-leavers from SVE-DR often stay on with the employer where they did their training. Lastly, qualified school-leavers from both VT and DR need more time to find their first job as the level of the course completed is lower.

Figure 4

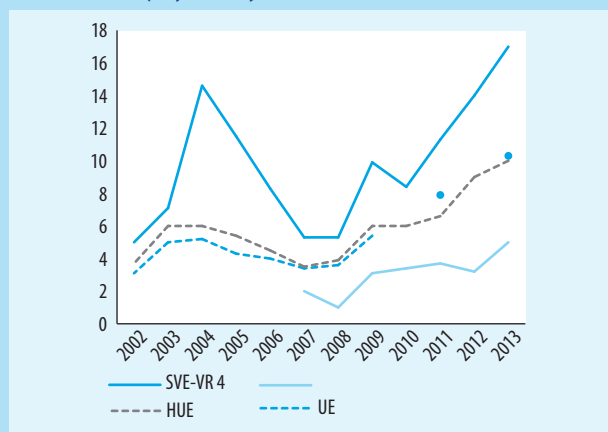
Unemployment among qualified school-leavers (%) and the duration of their search for their first job



Source: ROA (SIS); unemployment before 1st job unknown for UE

Figure 5 shows the unemployment percentages for various types of education programmes in the period 2002-2013. For SVE-DR and UE, data at various times of measurement were lacking or insufficient, hence the trend lines for these types of courses are occasionally interrupted. The figure reveals two economic crises: (1) the 2002-2005 economic crisis, and (2) the current economic crisis that has existed since 2009. Comparing the two crisis periods, we can make several observations. Firstly, unemployment among SVE-VT and HVE graduates is many times higher in the current crisis than during the previous one. Whereas in the previous crisis, in 2004, 15% of the SVE-VT and 6% of the HVE graduates were unemployed, in 2013 unemployment among SVE-VT and HVE graduates has increased to 17% and 10%, respectively. The second observation is that the current economic crisis has already lasted much longer than the previous one. Thirdly, during the current economic crisis, unemployment only seems to increase. Compared with the previous annual survey, unemployment among graduates from HVE, SVE-VT, and SVE-DR has risen by 1, 3 and 1.8 percentage points, respectively. Unemployment among UE graduates has increased by 2.4 percentage points in the past two years.

Figure 5
Trends in unemployment by education level, 2002-2013

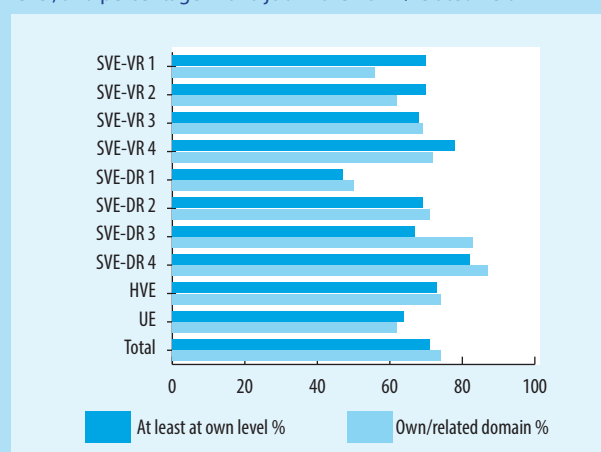


Source: ROA (SIS)

In addition to unemployment rates, there are some other important indicators that illustrate the match between education and the labour market. Figure 6 shows how well the school-leavers' jobs match the course they completed in terms of level and type of course. Of all working school-leavers, on average 71% has a job that at least matches the level of their education. Among HVE graduates, 73% has found a job that at least matches their level of education, while among the SVE-VT Level 4, this is true for 78%. With 82%, graduates from SVE-DR Level 4 are the most likely ones to find a job that matches the level of the course they have completed.

In addition to the level of the job, the type of job is also an important factor in determining the quality of employment. The survey therefore asked respondents to indicate what - according to the employer - was the required type of education. The required type of education is an indicator for the degree to which someone works within the occupational domain for which he or she has been trained. Figure 6 shows that qualified school-leavers from the lowest level within SVE are the least likely to work within their own occupational domain. Of all SVE-VT Level 3 and 4 graduates, approximately 70% work within their own occupational domain, whereas for DR graduates at these levels, this applies to 83% (Level 3) or even 87% (Level 4). Of all HVE graduates, 74% work in their own or a related domain.

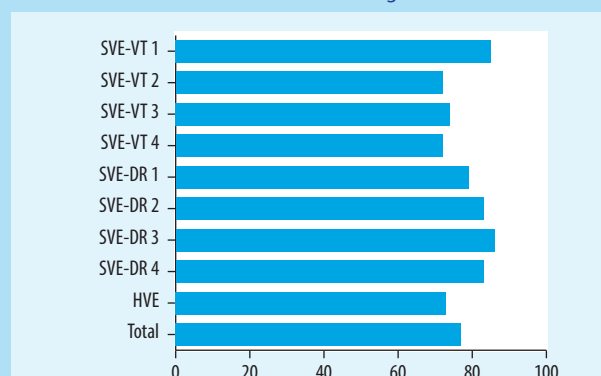
Figure 6
Percentage of working school-leavers with a job at least at their own level, and percentage with a job in their own/related field



Source: ROA (SIS)

Respondents were also asked what they thought of the overall match between the course that they had completed and their present job. Figure 7 shows which part of the working school-leavers considered this match sufficient or good. DR graduates at all levels are most often satisfied with the match. A possible explanation for this is the close relationship between education and the labour market in DR. In HVE, 73% of the working graduates thought that the match between education and work was sufficient or good. Although workers from VT Level 2 and VT Level 4 are the least satisfied with their match, 72% workers in this group still feel that the match between education and their present job was sufficient or good.

Figure 7
Percentage of working school-leavers who consider the match between education and work sufficient or good



Source: ROA (SIS)

Another indicator for the quality of work and the transition from education to the labour market, is the wages received by working school-leavers. Table 2 shows for each education level the average gross hourly wages. Hourly wages allow a better comparison than monthly wages, as differences in monthly wages can also be caused by the number of hours worked. As expected, average gross hourly wages increase

with the education level.⁴ Among VT graduates, gross hourly wages vary from €5.90 (Level 1) to €10.05 (Level 4), while DR graduates earn between €9.83 (Level 1) and €13.60 (Level 4). The average gross hourly wages for HVE graduates is €12.80.

Table 2
Average gross hourly wages

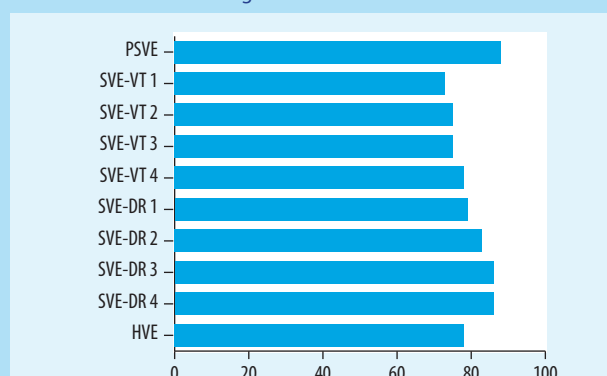
	Gross hourly wages (in euros)
SVE-VT 1	5,90
SVE-VT 2	7,81
SVE-VT 3	9,10
SVE-VT 4	10,05
SVE-DR 1	9,83
SVE-DR 2	10,58
SVE-DR 3	11,85
SVE-DR 4	13,60
HVE	12,80
UE	15,95

Source: ROA (SIS)

5. Satisfaction with course (looking back)

Figure 8 shows the percentage of qualified school-leavers who, looking back, would do the course that they had completed again, given the choice. The vast majority of the qualified school-leavers would again choose the course that they had completed. Among PSVE graduates, the figure is 88%. In SVE, the percentage that would choose the same course again varies from 73% (SVE-VT Level 1) to 86% (SVE-DR Levels 3 and 4), while among HVE graduates, the figure is 78%.

Figure 8
Choose the same course again



Source: ROA (SIS)

4. DR school-leavers, on average, earn slightly more than their colleagues from VT, which may be explained from the fact that working DR school-leavers are, on average, slightly older than working VT school-leavers and often have a little more working experience.

General

	Course provides a good basis for labour market entry (%)	Course provides a good basis for further development of knowledge and skills (%)	Looking back, choose course again %
PSVE	26	56	88
PSVE theoretical programme	22	56	89
PSVE Agriculture	21	55	87
PSVE Technology	33	60	84
PSVE Economics	29	61	86
PSVE Health Care	31	53	93
PSVE intersectoral	27	54	82
SVE	41	55	79
VT	36	53	76
VT 1	36	54	73
VT 2	36	54	75
VT 2 Agriculture	30	51	74
VT 2 Technology	34	53	77
VT 2 Economics	38	53	72
VT 2 Health Care	36	57	77
VT 3	36	53	75
VT 3 Agriculture	35	48	74
VT 3 Technology	39	53	74
VT 3 Economics	31	48	73
VT 3 Health Care	45	61	81
VT 3 Behaviour & Society	36	55	74
VT 4	37	52	78
VT 4 Agriculture	39	49	70
VT 4 Technology	41	53	79
VT 4 Economics	34	50	76
VT 4 Health Care	48	59	82
VT 4 Behaviour & Society	26	49	76
DR	48	58	85
DR 1	31	45	79
DR 2	42	53	83
DR 2 Agriculture	42	54	79
DR 2 Technology	42	51	85
DR 2 Economics	38	50	75
DR 2 Health Care	51	65	84
DR 3	55	63	86
DR 3 Agriculture	52	61	93
DR 3 Technology	55	63	88
DR 3 Economics	45	56	79
DR 3 Health Care	70	76	90
DR 3 Behaviour & Society	42	54	78

General

	Course provides a good basis for labour market entry (%)	Course provides a good basis for further development of knowledge and skills (%)	Looking back, choose course again %
DR 4	54	64	86
DR 4 Agriculture	55	63	92
DR 4 Technology	58	68	89
DR 4 Economics	42	55	83
DR 4 Health Care	69	73	89
DR 4 Behaviour & Society	45	62	82
HVE	46	63	78
HVE Agriculture	52	67	75
HVE Technology	59	70	83
HVE Economics	47	62	72
HVE Health Care	50	66	87
HVE Behaviour & Society	35	58	73
HVE Education	49	54	84
HVE Language & Culture	30	68	85
Total	37	57	86

Source: ROA (SIS)

Subsequent education

	match reasonable/good %	net dropout in subsequent course %	Course switcher in subsequent course %
SGSE/PUE	79	1	13
SGSE	75	2	13
PUE	85	0	12
PSVE	78	3	6
PSVE theoretical programme	78	1	7
PSVE Agriculture	80	2	5
PSVE Technology	73	3	8
PSVE Economics	82	5	6
PSVE Health Care	82	2	4
PSVE intersectoral	68	2	8
SVE	70	6	4
VT	68	7	5
VT 1	87	4	5
VT 2	79	5	3
VT 2 Agriculture	73	10	2
VT 2 Technology	81	4	3
VT 2 Economics	77	5	4
VT 2 Health Care	82	5	3
VT 3	74	4	2
VT 3 Agriculture	64	6	2
VT 3 Technology	80	1	1
VT 3 Economics	74	3	2
VT 3 Health Care	78	7	1
VT 3 Behaviour & Society	75	6	1
VT 4	58	9	6
VT 4 Agriculture	56	8	8
VT 4 Technology	56	11	4
VT 4 Economics	57	9	7
VT 4 Health Care	61	7	5
VT 4 Behaviour & Society	59	10	7
DR	79	3	1
DR 1	90	3	2
DR 2	84	3	0
DR 3	78	4	1
DR 4	64	5	2

Subsequent education

	match reasonable/good %	net dropout in subsequent course %	Course switcher in subsequent course %
HVE	73	6	0
HVE Agriculture	79	3	1
HVE Technology	67	8	0
HVE Economics	72	6	1
HVE Health Care	80	4	0
HVE Behaviour & Society	75	6	1
HVE Education	78	4	0
HVE Language & Culture	-	8	1
Totaal	76	3	7

Source: ROA (SIS)

Labour market

	At least at own level %	Own/related domain %	Match sufficient/good %	Unemployed %	Entry unemployment > 3 months %	Gross hourly wages euros
SVE	72	74	79	11	10	10,66
VT	74	69	72	17	13	9,35
VT 1	70	56	85	46	22	5,90
VT 2	70	62	72	23	16	7,81
VT 2 Agriculture	67	45	71	18	14	6,67
VT 2 Technology	71	68	71	22	18	7,70
VT 2 Economics	62	52	73	23	18	7,73
VT 2 Health Care	80	70	73	25	14	8,16
VT 3	68	69	74	18	14	9,10
VT 3 Agriculture	62	62	73	16	14	7,54
VT 3 Technology	71	73	69	17	11	10,18
VT 3 Economics	63	58	69	22	18	8,35
VT 3 Health Care	78	84	84	10	6	9,81
VT 3 Behaviour & Society	65	69	71	23	17	9,55
VT 4	78	72	72	13	10	10,05
VT 4 Agriculture	70	61	66	16	9	8,81
VT 4 Technology	79	75	72	10	9	10,44
VT 4 Economics	74	65	69	15	12	9,03
VT 4 Health Care	87	86	79	7	7	11,38
VT 4 Behaviour & Society	73	63	65	19	12	10,07
DR	69	77	84	5	6	11,64
DR 1	47	50	79	9	8	9,83
DR 2	69	71	83	6	6	10,58
DR 2 Agriculture	67	65	80	8	6	9,74
DR 2 Technology	69	71	83	4	6	10,88
DR 2 Economics	64	62	81	12	11	9,48
DR 2 Health Care	80	83	89	4	4	10,86
DR 3	67	83	86	4	4	11,85
DR 3 Agriculture	59	74	87	5	2	12,44
DR 3 Technology	59	85	83	3	5	12,06
DR 3 Economics	60	69	81	6	7	9,85
DR 3 Health Care	81	92	94	2	1	12,88
DR 3 Behaviour & Society	88	89	82	8	7	12,87
DR 4	82	87	83	4	4	13,60
DR 4 Agriculture	92	96	79	0	2	13,09
DR 4 Technology	79	87	84	2	4	14,28
DR 4 Economics	67	75	78	7	6	11,51
DR 4 Health Care	95	96	86	3	2	14,78
DR 4 Behaviour & Society	92	89	82	6	9	14,23

Labour market

	At least at own level %	Own/related domain %	Match sufficient/good %	Unemployed %	Entry unemployment > 3 months %	Gross hourly wages euros
HVE	73	74	73	10	19	12,80
HVE Agriculture	70	70	70	11	17	12,61
HVE Technology	84	82	79	8	18	13,78
HVE Economics	74	62	67	11	20	12,73
HVE Health Care	76	90	81	7	14	14,65
HVE Behaviour & Society	46	77	64	11	22	12,45
HVE Education	86	87	82	10	17	12,77
HVE Language & Culture	66	62	66	10	16	9,27
Total	71	74	77	11	13	11,31

Source: ROA (SIS)

Unemployment trend

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
SGSE	8	17	18	19	11	17	17	19	15	9	31	14
PUE	4	13	15	19	5	23	11	12	18	9	20	19
PSVE	3	7	6	12	6	6	9	6	8	12	15	12
SVE-VT 1/2	8	16	25	21	13	9	10	16	16	20	20	26
SVE-VT 3/4	4	4	11	8	6	3	3	8	6	8	12	14
SVE-DR 1/2	-	-	-	-	-	3	1	4	5	5	4	7
SVE-DR 3/4	-	-	-	-	-	1	1	2	2	2	2	4
HVE	3	6	6	5	5	3	4	6	6	7	9	10

-: not available

Note: In the 2000-2002 surveys, this concerns Lower Secondary General Education (LGSE)/Initial Professional Education (IPE) school-leavers. From the 2003 survey onwards these are PSVE school-leavers

Comment: The year is the year of the survey. In 2012, respondents came from the 2010-2011 survey.




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